

Year 1 Curriculum Newsletter



Key dates:

Tuesday 13th October - Parent Consultations (early)

Thursday 15th October - Parent Consultations (late)

Wednesday 23rd October - Key Stage 1 Harvest Festival Assembly (9am)

PE days

Bumblebees:

Monday and Wednesday

Rabbits:

Monday and Thursday

English

Key Text: Naughty Bus by Jan Oke

This is a three-week writing unit which begins with the class receiving a toy bus as a gift and sharing what they know about buses orally and in writing. Children then go on to read the book, exploring the adventures within and writing suggestions to Naughty Bus to improve their behaviour. Once they have finished reading the story, children sequence the key events and retell the story orally, through pictures and through writing. Children then go on to plan their own versions of Naughty Bus, using the local environment to inspire ideas for this before creating a story map and writing their stories over several days. At the end of the sequence, there is an opportunity for children to share their stories aloud with an audience.

Key Text: Astro Girl by Ken Wilson-Max

In this three-week unit, children arrive in class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the nouns found to create commands in the format of a 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a simple leaflet about training to be an astronaut, space-travel and other facts and research layout and language features of this type of writing. The leaflets are instantly published and there is a planned opportunity for sharing and presenting writing in the final session.

Maths

We will be following the White Rose Maths scheme of learning for Mathematics.

This half term, we will be focusing on **Place Value (within 10)** and then moving onto **Addition and Subtraction (within 10)**. Children will learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape and practise counting fluently to 10 when counting objects and counting objects from a larger group. They will also learn to represent real-life objects such as apples, leaves and sweets using manipulatives such as counters and cubes. They will also learn to count on and back from any number and find one more and one less than any number within 10.

At home, you can support your child by counting a range of everyday objects forwards and backwards, asking them to find one more or one less of a number within 10 and compare numbers using vocabulary such as **fewer, more, same, less than, greater than and equal to**. Support your child to **explain how they found an answer**, rather than simply giving the answer, helping them to build their confidence, mathematical vocabulary and problem-solving skills.

We encourage the use of Numbots at home to develop your child's understanding, recall and fluency when subitising (the ability to instantly recognize the number of objects in a small set without counting them), adding and subtracting. A consistent emphasis on developing the children's ability to use their knowledge and apply it in problem solving situations will also begin. **Knowledge organisers for each Maths topic can be found on the school website.** For any questions about our weekly Maths learning, please do not hesitate to ask.

Year 1 Curriculum Overview

Autumn Term 1

Science

In the unit '**Forces and space: Seasonal Changes**', children will be exploring how seasonal changes affect trees, weather patterns and daylight hours. Children will name the four seasons in order and describe the typical weather in each, also naming some activities and events in the four seasons. They will learn that Summer has the most daylight hours and Winter has the least daylight hours and record data about the temperature across the four seasons. They will also learn how to label a map of the UK with capital cities and seasonal weather symbols.

Geography

In our unit '**What is it like here?**' children will develop their mapping skills by locating familiar features on aerial photographs and creating simple maps. They will locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Children will then explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey, then draw a design to improve three areas of the playground using the results from their survey.

Computing

In the unit '**Improving Mouse Skills**' children will learn how to log in and navigate around a computer while creating digital artwork. They will learn how to use computers more purposefully, log in and navigate around a computer, drag, drop, click and control a cursor using a mouse and use software tools to create art on the computer. They will also learn where keys are located on the keyboard and how to 'log in and out' and save their work.

RE

In our unit '**What do Christians believe God is like?**' children will learn that we all have different beliefs and understand that it is important to respect the beliefs of others. They will discuss how Christians go to church and believe that Jesus is the son of God. They will identify what a parable is by listening to stories from the Bible such as 'The Prodigal Son'. They will also learn about why Harvest Festival is an important Christian celebration.

DT

In the unit '**Mechanisms: Making a Moving Storybook**', children will be exploring slider mechanisms and the movement they output in order to design, make and evaluate a moving storybook. They will explain how to adapt mechanisms, using bridges or guides to control the movement. They will also design a moving storybook for a given audience. Following a design to create moving models that use levers and sliders, they will be testing a finished product, seeing whether it moves as planned and if not, explain why and how it can be fixed.

Music

In our unit '**My Favourite Things: Keeping the Pulse**', children will explore keeping the pulse together through music and movement, by exploring their favourite things. They will also learn how to clap the rhythm of their name in time to the pulse, sway or tap in time to the pulse, sing a rhythm in time with the pulse, copy rhythms based on word patterns using an instrument and keep the pulse while playing a rhythm on an instrument.

Art and Design

For our **Art Day** this half term, children will explore line, shape and pattern. Children will enjoy talking about line, shape and pattern in art and find out how artists use line shape and pattern by appraising the art of Paul Klee. They will explore how lines can create shape and pattern and use this to design and create their own initial 'tangle' artwork using different shapes, lines, patterns and colours. They will then use a wide range of art vocabulary to describe their work and evaluate the work of others.

PE

In Dance, children will be creating our own **seasonal dances**. During the unit, they will work individually, in pairs and in groups and develop their understanding of dance terms such as mirroring, improvisation, canon and unison. Throughout the unit, there are opportunities for children to evaluate their own work and give feedback to others. With Mr Allen, children will develop their ball skills and learn how to play simple team games to develop teamwork, cooperation and sportsmanship.

PSHE

In the unit '**How can we look after our emotions?**' Children will name the six basic emotions and recognise them using face and body clues. They will also describe some emotions as comfortable or uncomfortable and how feelings can change and vary in strength, for example, 'a little bit' or 'a lot'. They will identify what makes them feel calm, relaxed or excited, explain why rest and fun activities are important for wellbeing and identify what might make themselves and others feel worried, annoyed or upset, suggesting ways to feel better.

Homework

Reading: Your child's reading book will link to their current Phonics level. Please read with your child daily and write the book title and page number in their reading records. Children's books will be changed when they have read their book with an adult at home or school, and will sometimes be re-read to support with more complex sounds and Tricky Words.

Spellings and Spelling Shed: Please encourage your child to practise their spellings at home daily via Spelling Shed or alternatively on paper (your child's spelling list can be accessed via their Spelling Shed page). The Year 1 Common Exception Words are also available to practise on Spelling Shed.

Numbots: Please encourage your child to also practise their counting at home daily via Numbots to support the development of their number recognition, counting, addition and subtraction skills.

How you can help at home

You can support your child's learning by **reading books about the four seasons together** and take an Autumn and Winter walk around your local area. You could also create a **seasons mobile** using natural and seasonal objects. You could also make a model of their favourite season or draw a picture of their favourite celebration with them. You could explore maps of Bedford and compare how the local area has changed over the years.